NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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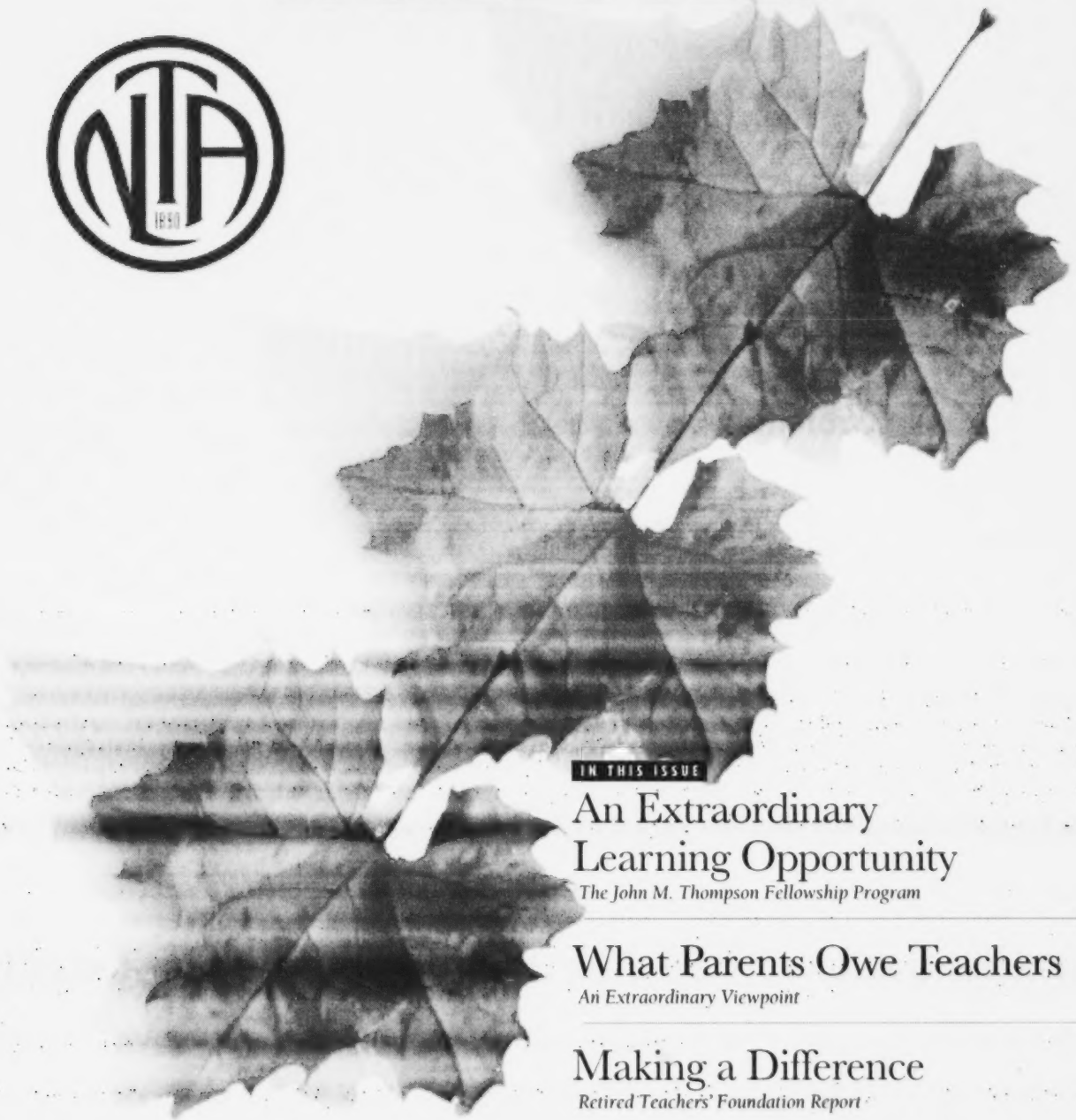

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Keep Education Great

by LESLEY-ANN BROWNE

A recent province-wide survey conducted for the NLTA by Vision Research reveals that 97% of the population agrees that a high quality of education is very important to the future of the province, and 57% of respondents believe the quality of education is in decline. When asked if more money is spent on education what issues would you give the highest priority, 36.5% said class size, 30.3% said improve teacher training and upgrading, 10% said put more teachers in the classroom.

Through our "Let's Talk About Education" survey carried out last fall teachers quite eloquently stated their concerns:

Morale is the lowest in my twenty-five years in this profession. (Grade 8 teacher)

I do not have the resources to…supplement children's learning. I am a teacher not a fundraiser. (Kindergarten teacher)

We have a spelling program but no text. For another course, we have 15 books for 67 students. How can I do my job? Sometimes we feel as if we can't breathe. (Grade 3 teacher)

As teachers we are so tied up in bureaucracy that we have little energy left for the students. (Grade 4 teacher)

Too many children are slipping through the cracks at the basic level and for the most part they never catch up. (Grade 1 teacher)

I have to buy many of my own resources, all my own visuals, my own stapler, staples, markers, and glue. (Grade 6 teacher)

I do not have enough texts for my students this year. (Grade 10-12 teacher)

All I want to do is be able to teach with dignity, pride, and effectiveness. (Grade 9 teacher)

I have spent the last six months preparing for the next advertising campaign about the state of education and the conditions and issues faced by our teachers in this province. The issue of educational underfunding will not be news to teachers. In the rationale for the campaign the following was stated: *The decline in education funding can best be halted through the public efforts of those on the front line – teachers. Teachers must bring the cold hard truth to the parents. For it is the parents – the voters – who can force provincial governments to take the action necessary to keep education great…* .

There are currently television commercials, radio, and newspaper advertisement's ready to be aired to address these types of issues identified by teachers. At the time of writing this editorial the NAPE and School Support Staff strike has just ended in seven of the School Districts throughout the province. Radio, television, and newspapers have been filled with advertisements and editorials appealing to the public, school boards and government to end the strike. Thus I held the NLTA advertising.

While I understood the strike and all that it encompassed, it was frustrating not to have been able to run the NLTA advertisements. They would have been lost in the strike issue and confused with the campaign being run by both parties. Hopefully by the time you read this all will be back to normal in our schools and we can concentrate on bringing some important educational and teacher issues to the forefront.

THE bulletin

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A TEENAGER'S VIEW OF A CHANGED WORLD

IT SEEMS LIKE THE WHOLE WORLD HAS always been somewhat unreal to me. On the news, in the paper, on the radio, in school, we hear and learn about all these countries. Every single country in this world is home to thousands of people. I know this, but when you're sitting in your desk at school, it's hard to comprehend that compared to your world, you're the size of an ant.

The funny thing about it is that the only time I ever got an inkling of understanding of how minuscule I was, was in a plane, flying over vast oceans and limitless stretches of land.

It makes you think, did those people on the planes that were hijacked realize how their deaths would impact our contented globe? Did they despair that they would rate only a line in the local papers, a ten-second blurb on the five o'clock news? Could they ever think, in their wildest thoughts, before hitting the buildings or ground, that this event would change how one thirteen-year-old girl, thousands of miles away, would view the world they were leaving behind?

It did. It drastically changed my distorted view of the planet I used to so proudly call my home. It turned on its head the only things I had understood about where I lived, my feelings of security lost in an insane panic of "What if that happens here?"

The terrorist attacks were a bloody, painful, excruciating way of making us realize we are *not* alone in our existence. The billions of others here often do not share our wealth of jobs, home, a good meal on the table each evening, a safe bed to sleep in each night. These war-torn countries, poor and pitiful, have been crying out to us for help for years. It's downright pathetic that we only realize their needs when our own are threatened.

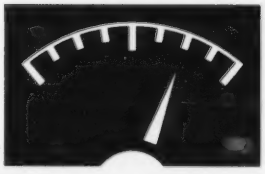
Some Americans and their Allies want to blow up some third-world land mass to vent their frustrations. But guns won't scare off people who would rather risk all chances of a meaningful life to please their leaders. All it would do is to further the flames of a fire that already burns in the hearts of so many people.

Some people say that the only way to fight fire is with fire. But how can we fight this fire of hate? With water, food, and shelter. If we don't open our arms, our hearts, and our minds to these people, we're just as bad as the terrorists, too close-minded to see that a country cannot be held responsible for a few people's actions. In our minds we will never forget the tragedy of September 11, 2001. In our hearts we should try and make some good come of it.

Although thousands of families were ripped apart, thousands more will suffer if someone doesn't stop this cycle of violence. And no one's too small to end the cycle. Not even one thirteen-year-old girl from Newfoundland.

Claire Barbour
Clarenville Middle School
Clarenville, NF

EDITOR'S NOTE:
It is not our usual policy to publish student works in *The Bulletin*. However, I feel this letter to the editor was very appropriate and timely considering recent world events.



Teacher Stress

Lynda Younghusband, M.Ed. Psych., is continuing her research into teacher stress. She is interested in **interviewing teachers to get their** experiences of work place stress. All contacts will be strictly confidential. If you are interested in participating **please contact:**

Lynda Younghusband
Tel: 709-737-7614
E-mail: lyounghu@mun.ca

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

KING'S POINT

Enriching students' learning environment through postcards

This past June, the Grade 2 and 3 students at Valmont Academy in King's Point received a Canada Post award for their "Postcards 2000" project. The students were presented with a framed hologram uncut press sheet signed by Andre Ouellet, President and Chief Executive Officer of Canada Post Corporation. This framed press sheet was presented to the young deltiologists by Rob Knight, field service employee with Canada Post Corporation, in recognition of reaching and surpassing their goal of collecting 2,000 postcards. It will hang at the school as a reminder of how much the students' learning environment was enriched through the "Postcards 2000" project.

Anne Warr, a Grade 2 teacher at Valmont Academy said these framed millennium stamps, which feature a dove and carry a message of hope and peace, were printed using technologies from three eras – steel engraving, colour lithography and computer-generated 3D holographic imagery. A limited number of 30,000 of these were printed.

Grade 4 teacher Darren Earle and the students at Valmont Academy proudly display their Canada Post award.

Besides this award and 5,365 super postcards, the students received letters from the Pope, Queen Mother, Prince William, Prime Minister Chrêtien, the Premier, their favorite hockey teams and even Santa Claus. Through the project they received two videos of New Zealand, Mighty Ducks pins, Lift Lock pins, and real shark teeth. The students each received a Guinness World Records pin after they sent their own personal postcards to Guinness trying to set a record for collecting postcards. Guinness congratulated the students on their accomplishment but regretted that they were not interested in monitoring a new category for postcards at this time. They were so impressed with their postcards, however, that they displayed them in their office in the United Kingdom. The students also have in their possession 546 amateur radio operator cards that Mr. Russ Ferris from Dundas, Ontario sent in memory of his first wife who was born in Newfoundland.

"Through 'Postcards 2000' students learned language through a purposeful and challenging experience that was meaningful to them as they read and responded to over 5,000 postcards," said Ms. Warr. "By involving different forms of the media in their quest they learned the important role the media plays in communicating information. The students also developed an understanding and respect for diversity as they became friends with people from all over the world. Through the inspiring messages of many former Newfoundlanders and Labradorians they learned to appreciate their unique Newfoundland heritage."

With the assistance of the Grade 4 teacher, Mr. Darren Earle, the "Postcards 2000" website was created to promote Newfoundland and Labrador and display some of the many fabulous postcards received. "What better way to thank all those people who have contributed to enriching these students' learning environment and making learning more dynamic than by providing the opportunity for the whole world to view some of these great postcards" concluded Ms. Warr.

The "Postcards 2000" website can be viewed at www.geocities.com/annewarr/index.html.

ST. JOHN'S

NLTA Appoints Executive Director

The Provincial Executive Council of the Newfoundland and Labrador Teachers' Association is pleased to announce the appointment of Edward Hancock to the position of Executive Director, effective November 1, 2001.

Edward started work at the NLTA in 1986 as an Executive Assistant in the Field Services Division. In 1990 he assumed the position of Administrative Officer in Teacher Welfare (now Benefits and Economic Services) and, in 1997, he was appointed to the position of Assistant Executive Director (responsible for the Benefits and Economic Services Division). His responsibilities have involved acting as consultant to teachers on issues related to the collective agreement, grievances/arbitrations, payroll matters, the Schools Act, teacher liability, legal assistance, etc. For the past four years, as Assistant Executive Director, he has also worked directly with the Executive Director in the overall coordination of NLTA programs and services and in administering the operations of the NLTA office.

Edward received his Bachelor of Science and Bachelor of Education from Memorial University of Newfoundland in 1974, and a Master of Education (Educational Administration) in 1980. From 1973 until 1986 he taught at Lewisporte Regional High School, serving as Vice-Principal at the same school from 1984 to 1986.

In addition to his formal university training, Edward also has extensive experience and training in grievance strategies, negotiations, arbitration, collective bargaining, and mediation. He holds a Certificate in Industrial Relations from Queen's University and is serving as Chief Negotiator for the NLTA in the current round of negotiations for the teachers' collective agreement.

In his new position of Executive Director, Edward is the Chief Administrative Officer and is responsible for the coordination of the total NLTA program. He represents the Association on most Liaison Committees and is familiar with all programs and services offered by the NLTA.

Edward resides in Mount Pearl with his wife Carol, and they have two daughters.

HALIFAX

NSTU Appoints Executive Director

Wayne Noseworthy has been named Executive Director of the Nova Scotia Teachers Union effective November 1, 2001. Wayne succeeds Jim MacKay, who has held the position since 1994.

Wayne has been Executive Director of the Newfoundland and Labrador Teachers' Association since 1997. During his 18-year career with the NLTA he has served as Executive Assistant for Teacher Welfare, Director of Teacher Welfare, and Administrative Officer, Benefits and Economic Services Division.

Wayne was President of the Newfoundland and Labrador Teachers' Association from 1981 until 1983. His career in public education also includes service as a teacher, department head and administrator in elementary and secondary education, primarily in the Grand Falls Academy school system in central Newfoundland.

Wayne holds several degrees from Memorial University of Newfoundland, including a Master of Education in Educational Administration. He has served on arbitration boards and as chair of a number of citizenship review panels established to adjudicate disputes with respect to applications for Canada Pension benefits under Health and Welfare Canada.

Wayne is married to Anita Noseworthy and they have four children.

Edward Hancock

Wayne Noseworthy

"I'll never understand teachers. First they tell you to work your head off, and the very next minute, they want you to use your head."

NEWFOUNDLAND & LABRADOR

NLTA scholarships awarded

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2001-02. They are: Juliana Coffey (Gonzaga High School), daughter of William Coffey, St. John's; Lesley Doody (Clarenville High), daughter of Linda Doody, Clarenville; Colleen Dunphy (Carbonear Collegiate), daughter of Daniel Dunphy, Carbonear; Heidi King (Holy Heart of Mary Regional High), daughter of Mary King, Mount Pearl; William Oxford (Lewisporte Collegiate), son of Jerry Oxford, Lewisporte; and Grant Parr (D.C. Young School), son of Alex Parr, Port Hope Simpson.

The scholarships are awarded annually to dependents of active, retired, disabled, or deceased members of the NLTA and are valued at $1,000 each. Awards are based on achievement in the scholarship exams administered by the Departmentof Education and are made in accordance with the Schools Act (Scholarship) Regulations.

It is worth noting that Juliana Coffey is the fourth sibling in the Coffey family to be awarded an NLTA scholarship. Other members of the Coffey family who have received NLTA scholarships are: Jeffrey Coffey (1998-99); Joseph and James Coffey (1994-95).

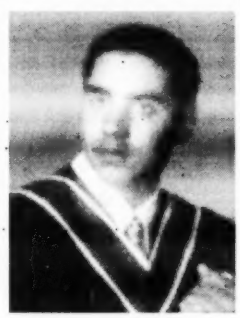
Juliana Coffey

Lesley Doody

Colleen Dunphy

Heidi King

William Oxford



Grant Parr

Changes to Professional Development & Centennial Funds

At the NLTA Executive meeting held on October 12 and 13, 2001, the following motions were passed:

- In view of a recent financial analysis, the Professional Development Fund will be used exclusively to fund individual applications, and grants to organizations (regional/provincial) will be suspended for this year;
- The maximum grant to individuals from the Professional Development Fund will be reduced from the current $1,000 to a maximum of $800 and effective immediately the eligibility requirement will be changed from once every three years to once every five years;
- The Centennial Fund Education Research guidelines will be changed to read: *All proposals to be considered for funding under the Centennial Fund Educational Research Program must be received on or before March 31.*

For further information contact Elizabeth Murphy, Chair, Professional Issues in Teaching Committee, Tel: 709-443-2293 (s), E-mail: eamurphy@stemnet.nf.ca, or Beverley Park or René Wicks, Administrative Officers, Professional Development Division of the NLTA.

Market Your Thoughts Business Essay Competition

The entrepreneurial spirit is alive and well among the youth of Newfoundland and Labrador thanks to the Y Enterprise Centre. The 2nd Annual Market Your Thoughts Business Essay Competition is open to students in Grades 7 to 9 and allows students to identify a business opportunity they believe could work in this province.

Once the business opportunity is identified, students prepare a 600 - 1,000 word essay which is then rated for creativity/originality, marketability, presentation, and language. The deadline for this year's submissions is December 14, 2001.

Prizes are awarded to each school district. First place winners receive $100 and an official Market Your Thoughts t-shirt, and second place winners receive $50 and a t-shirt. Official Market Your Thoughts t-shirts are also awarded to the best 50 overall entries excluding the first and second place winners.

The Y Enterprise Centre partners with the Newfoundland and Labrador Credit Union, Atlantic Canada Opportunities Agency, and the Provincial Government to co-ordinate the Market Your Thoughts project. For more information contact Paul Dwyer, Y Enterprise Centre, 5 Job Street, St. John's, NF, A1E 1H1, Tel: 709-739-9933; Fax: 709-726-5231; or check out their website: www.ymywca.nf.net/enterprisecenter.html.

A successful FSL report launched in Newfoundland and Labrador

Canadian Parents for French's publication of *The State of French Second Language Education in Canada* has been launched for a second year in Newfoundland and Labrador. The launch took place on August 28, 2001 at the Fluvarium in St. John's, in the form of a press conference. Leonard Quilty, President of Canadian Parents for French Newfoundland and Labrador, highlighted the major aspects from the report that pertained to Newfoundland and Labrador. There were several including: the addition of French immersion programs to three new communities – Kelligrews and Topsail, (Avalon East School Board), and Blaketown, (Avalon West School District); the removal of all "caps" from French immersion classes, giving all students equal opportunities to enter immersion programs where available; the establishment by the Faculty of Education at Memorial University of a broad-based committee of FSL stakeholders to promote teacher training in FSL education; the conclusion of a successful 3-year intensive French pilot project, directed by Dr. Joan Netten, in two Newfoundland school districts (Avalon East and Lewisporte/Gander); no change in transparency of government funding towards FSL programs in Newfoundland and Labrador; the Canadian Parents for French Newfoundland and Labrador publication of the document entitled *French Education in Newfoundland and Labrador*. This document describes the various FSL programs available in the province. Departments of Education in Alberta, Manitoba and Saskatchewan have published similar documents.

New to the report this year was a school self-assessment tool. The self-assessment tool, based upon extensive CPF research and testing, is intended to help schools assess, support, and improve their FSL programs as well as create and continue an open dialogue among parents, teachers, students, and administrators. Larry Vaters, Executive Director of Canadian Parents for French Newfoundland and Labrador, took time to explain how the assessment tool is used. "The purpose of the assessment tool is to examine where FSL programs either are thriving or need improvement," says Vaters. "It has been established solely as an aid to schools throughout the country and our province."

Canadian Parents for French is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and creation of French second language learning opportunities for young Canadians.

OTTAWA

Children and youth to judge television broadcasters & producers

The Canadian Teachers' Federation (CTF) and the Centrale des syndicats du Québec (CSQ) have combined their efforts to provide teachers across the country with pedagogical materials to hold "Youth Vote 2001", a daring intervention aimed at making children and youth aware of the negative impact and influence of media violence.

This pedagogical adventure invites primary and secondary students to develop their critical thinking skills with respect to messages transmitted by television and to identify video productions that most influence their family and friends. The video, produced jointly by CTF and CSQ, provides clips of "nominees" that were recommended by youth focus groups. "Youth Vote 2001" allows students to put their judgement skills to task by voting on six video categories: children television programs; teen television; movie videos; music videos; video games; and television commercials.

(continued on page 8)

IS THERE A POTENTIAL WINNER IN YOUR SCHOOL?

NLTA AWARDS

BANCROFT AWARD – In recognition of outstanding service given to NLTA at the branch level by an active member and to teachers within two years after retirement from teaching.

BARNES AWARD – In recognition of outstanding professional development services provided at the Special Interest Council level. (Nominations must come from NLTA Special Interest Councils or other professional development groups.)

ALLAN BISHOP AWARD – In recognition of outstanding service to the Association at the provincial level by an active or life member of NLTA.

SPECIAL RECOGNITION AWARD – In recognition of a major contribution made by an active member of NLTA to the cultural, social and/or community life of Newfoundland and Labrador. Consideration is given to achievements in, or contributions to: the areas of the arts (music/literature/visual arts); service to community, church and service organizations; municipal politics; etc.

For further information on the criteria for these awards, details on the nomination procedure, or nomination forms, contact your branch executive. Nomination deadlines: January 15 for Bancroft Award, December 31 for all others.

Vote results, to be compiled nationally, will be officially released on November 20, Universal Children's Day. This will be the perfect opportunity for children and youth to send a clear message to broadcasters and producers with respect to media violence content in their productions.

Incidents of juvenile crime and violence are on the rise and this alarming phenomenon is being noted in most countries around the world. Violence has become an object of media entertainment and a product for consumers. It is also playing a key role in the imagination of children and youth in our schools.

"This joint project is above all an exercise in democracy. Freedom of expression doesn't only belong to those who own the media. Freedom of expression also belongs to citizens who are in the process of learning to express themselves freely. We believe the school is the ideal forum to nurture this fundamental right," says Monique Richard, CSQ President.

Both organizations believe the school is the ideal place for children to critique the cultural media environment in which they live. This environment affects in different ways agressors as well as victims and witnesses of violence. "Youth Vote 2001" allows children and youth to identify values transmitted by the media culture and to understand their effects on people around them. Before we can improve the scholastic achievements of our children who are spending more time sitting in front of the tube than inside the classroom, we need to raise their awareness and to discuss this issue up front.

Given that our youth are being propelled into a world built around the world of media, shouldn't priority be given to developing their critical thinking skills in this manner? The joint CTF-CSQ project allows students to openly discuss, decipher and critique as a group the messages transmitted by the media. This alone is an important step in raising their awareness and apprising them of positive values.

Youth Vote 2001 allows students to break them away from the consumers' spell and to develop critical thinking skills and to effectively voice their opinions. Victory over violence comes hand in hand with the freedom to speak out: giving a voice to victims, aggressors and witnesses alike. This approach is the pedagogical cornerstone on which is based this CTF-CSQ initiative," explains Doug Willard, CTF President.

To order copies of the video contact Francine Filion, Canadian Teachers' Federation, Tel: 613-232-1505, ext. 130; web site: www.ctf-fce.ca.

HUBERT BARNES, 1932 – 2001

Hubert was born at Harbour Mille and lived there until he completed high school. He began his teaching career at Little Harbour East. After attending summer school, he taught for five years at Jersey Harbour, until he returned to University.

After university Hubert moved to McCallum, an isolated community on the South Coast, where he acted as clergy and teacher for two years until returning to Jersey Harbour. After one year he went on to teach in McKays and later in Stephenville. In 1968 Hubert accepted a position as principal of Main Dam School in Deer Lake where he would remain for 20 years.

Hubert was very active with the NLTA, becoming the first president of the newly formed Deer Lake Branch. He served on the NLTA Provincial Executive and was awarded the prestigious Bancroft Award in recognition of his work at the branch level.

Hubert was a skillful woodworker. He always loved carpentry and in retirement it took up much of his leisure time. His latest project was renovating his cabin, a project he did not get to complete.

Hubert also served on Vestry with his church in many different capacities, attended Synod a number of times and was a lay reader for most of his adult life. He was also a Past Master of Lodge Humber and was active in all Lodge activities.

We extend our deepest sympathy to the Barnes family. At the same time, however, we express our joy that this world is a better place because he was here and that we had the privilege and opportunity to meet and know Hubert on his journey through life.

Hubert will be sadly missed by his loving wife Gertie; daughters Shelia (Cordell Freake) and Jean (Clyde Williams); sons Junior (Joanne), Jeff, and Sheldon (fiancée Wendy); grandchildren Chuck, Melissa, Luke, Michael, Beth, Brittany and William; sister Nina (Stanley West); brothers John (Jean) and Clyde (Shirley); and a sister-in-law Rachel.
(Submitted by Graham Blundon and Ada Norris)

WILSON EASTMAN, 1948 – 2001

The years that bracket his life reveal only the span of time he lived. Such a fact may be important but it tells us nothing of Wilson Eastman and the impact of his life.

Wils, as he was familiarly known, graduated Smallwood Academy to pursue a career in education. Following a first year (1965-66) at Memorial University, he taught in Musgravetown and Hare Bay before trying careers in finance and hospitality. But he

soon returned to teaching and to Gambo to spend the rest of his life in education.

But teaching did not stretch Wils' talents to the full. He turned to Lionism and served the Gambo Lions Club at all executive levels from 1976 up to the day of his death. So significant were Wils' contribution to the Lions at all levels he was awarded the Melvin Jones Shield, the Brian Stevenson Award, the International President's Director's Award, and the Cabinet Secretary-Treasurer's Award and pins and certificates too numerous to list.

Wils served as Lay Reader with the Anglican Church for 19 years. He also rendered service to the Gander Hospital Health Foundation, the Gambo Town Council, the Gambo Softball League, and the Gander District School Board.

Teaching, however, was Wils' primary and preferred professional endeavor. Although he retired in June 2000 he was eagerly looking forward to substitute teaching at his beloved Smallwood Academy when he succumbed on August 29, 2001 to a massive heart attack.

Wils' death has been an unbelievable blow to his family: wife, soul-mate, and best friend, Jean (nee Lush); his son and best buddy, Troy; and his beloved daughter, Christa. Of all his achievements, none was greater than his family, who brought him incalculable pride and joy.

Wils left this world a better place than he found it, and the people he influenced are better, wiser, and happier because they were lucky enough to have traveled the same road as Wils, Mr. Eastman, Sir, Lion Wils, Lay Reader Wils, Volunteer Wils, Husband Wils, and Dad.
(Submitted by Ray Goulding, life-long friend and colleague)

CHRISTINA ST. CROIX, 1926 – 2001

Christina St. Croix was born on December 30, 1926. She was the daughter of James and Catherine St. Croix.

In 1945 she graduated from St. John the Baptist School in St. Mary's after which she joined the Presentation Congregation and remained there until 1961. Christina taught school in many places including St. John's, Grand Falls, Windsor, Corner Brook and Labrador City.

In 1969 she graduated from St. Francis Xavier with B.A. and B.Ed. degrees. She also attended Mount St. Vincent University in Halifax.

After teaching for a number of years at Notre Dame Academy in Labrador City, Christina returned to St. Mary's and served as Administrator/Teacher at Dunne Memorial Academy Elementary in 1971.

In June of 1984 Christina retired from her profession after teaching for over 36 years.
(Submitted by Bernadette Duggan)

N. RAY WIGHT, 1922 – 2001

Ray was born in 1922 in the lighthouse on Lobster Cove Head in Rocky Harbour. His family later moved to Deer Lake where Ray received his early education before moving in 1940 to start a long and distinguished career in education.

Early in his career, Ray taught in one and two-room schools at Humbermouth, Musgrave Harbour and Bell Island. He was Vice-Principal of The Salvation Army College, St. John's, before moving to be Principal of the twenty-room Amalgamated School at Bishop's Falls. Ray attended Memorial University in its Teacher training for several summers and later its full-year programs for five years graduating in 1959 with a B.A.(Ed) degree.

Ray served the NTA in a professional capacity as Assistant Secretary, Secretary-Treasurer, Secretary and Manager of the Credit Society, Editor of the *NTA Journal* and other publications, and a member of the Provincial Teachers' Certificate Committee during a period of 20 years. He was also actively involved in community activities which included: Commissioned Officer of the Royal Canadian Air Force Primary Reserve; Member and President of the Libraries Board; Member and President of the Canadian Library Trustees' Association; Secretary of the Newfoundland Bible Society; and Member and Chairman of the Integrated Education Committee. Ray was also a founding member of the Retired Teachers' Foundation and treasurer for 15 years.

Ray was honoured with the Centennial Medal for his work with teenage boys, the Canadian Forces Decoration (CD) for service as a Member of the Royal Canadian Air Force Primary Reserve, Queen's Silver Jubilee Medals for contribution to education and for his work with libraries at the National level, the Merit Award for outstanding contribution to library trustees at the National level and in 1978 he was made Citizen of the Week by Q Radio. The NTA gave him Honorary Membership, which is the highest honour the Association can bestow on a member and they also named their boardroom in his honour.

Ray has been credited for the compilation of the early history of the Salvation Army Temple in St. John's. In 1973 he compiled and edited "Sixtieth Anniversary Review: The Salvation Army St. John's, Temple Songsters". He also published a souvenir brochure on the occasion of the opening of this new Temple in 1981. There are two stained glass windows in the Temple's vestibule which also bespeak of his artistic ability.

To his wife Lilian, children Marilyn, Keith, Lorne, Gerry and eight grandchildren he has left a legacy of memories and achievements.
(Submitted by Lilian Wight)

Hubert Barnes

Wilson Eastman

Christina St. Croix

N. Ray Wight

Milestones and More

by WAYNE NOSEWORTHY

October 5, 2001 marked a turning point in my professional life. On that morning I was offered, and accepted, appointment to the position of Executive Director with the Nova Scotia Teachers Union. My duties as Executive Director with the NLTA will officially conclude on October 31.

As I prepare this article in mid October, one is increasingly reminded of the enormity, but brevity, of the last 30 years. A colleague recently inquired as to what impacted me most throughout my career. One word comes most to mind – opportunities!

The late spring of 1970 gave me my first such opportunity when Myrle Vokey, then Supervisor with the Avalon North Integrated School Board, hired me to teach at Holy Trinity High in Heart's Content. That marked the advent of what has been a career filled with remarkable and unforgettable rewards and challenges.

Central Newfoundland became my home in 1971 when Walter Cull, then Superintendent and now Past President of the NLTA, gave me the opportunity to become a teacher, Department Head, and school administrator within the Grand Falls Academy system. It was there that I grounded myself within our profession and received the encouragement to go further. The friendships established as a teacher, with colleagues and students alike, will last a lifetime.

My election to the Provincial Executive of the NTA in 1976 became a dramatic turning point for me professionally and defined a career path that has been overwhelming in so many ways. The teachers of Newfoundland and Labrador paid me the greatest of all tributes by electing me their provincial president for two years starting in 1981.

It is impossible to measure or express in words how much those two years impacted me as a person and contributed to my professional growth. I was probably the youngest president in the history of our Association; fittingly, the energy and enthusiasm that comes with youth became the fabric of our organization as the generation of teachers who were my colleagues committed themselves to ensuring that the NLTA was the best it could be. Despite the inevitable setbacks, I enjoyed every moment of those two amazing years. To all who shared that period with me – thanks for the opportunity of a lifetime!

The last 18 years as a staff officer, and especially the last four as Executive Director, have been enriching, enlightening, challenging and, above all, rewarding in ways that only the occupant can truly understand. President Ray Goulding and his Executive in 1983 provided me the opportunity to join our staff for the first time; President Brendan Doyle and the Executive of 1997 gave me renewed faith in myself in appointing me Executive Director. They gave me strong legacies to follow and a lifetime of learning to cherish. For this I am profoundly thankful.

In my own way I have tried to contribute to the cause of education in this province and to the betterment of our profession. I take comfort and satisfaction in believing that it was so. The profession I see now and the benefits that surround it, through the efforts of the NLTA, is a much stronger and more confident profession than it was when I began. But satisfaction can breed complacency and, therefore, we must always strive to meet new challenges.

I leave my Association knowing it is in good and caring hands. The elected leadership under President Winston Carter is committed to excellence. The staff I leave behind, under the strong and dynamic leadership of my long-time friend, Ed Hancock, are the equal of any in Canada, and beyond. The emerging generation of educators will be extremely well served.

But now a new opportunity has been presented to me and I look forward with great enthusiasm to the challenge that lies ahead in Nova Scotia. Already I feel the spirit of the early '80s returning. The Nova Scotia Teachers Union is an outstanding organization. It will be a privilege to work side by side with the elected and staff leadership of the NSTU and to help direct it into the future.

As I leave, I say thanks for the memories. Wish me the same good fortune, steadfast friendships, and faith in my convictions as Anita and I and our family make Nova Scotia our new home.

Wayne Noseworthy

Applying for Educational Leave

Academic Year 2002-2003

The deadline for applications for educational leave (academic year 2002-2003) is **February 1, 2002**. Teachers who are interested should **apply to their school districts** in accordance with Article 20.03 of the Collective Agreement using the application contained on the following two pages. **School districts** should forward approved applications to: Mr. Gary Hatcher, Director of School Services and Professional Development, Department of Education, P.O. Box 8700, St. John's, NF, A1B 4J6. In accordance with the Collective Agreement, the Educational Leave Committee will make its selection by March 1, 2002. Please note that only the information contained in the application will be used by the Committee in the selection process and that additional information will not be considered. The successful applicants will be notified before the end of March. Please take particular note of the eligibility requirements (20.01) and of the continuing employment commitment if your application is accepted (20.07). The corresponding article in the Labrador West Agreement is Article 32.

Educational Leave Selection Criteria: 2002-2003

General:

(1) An attempt is made to award leaves so there is no disruption among the various school districts of the province in relation to the teacher population of those districts;

(2) There is an attempt to allocate leaves to males and females in the proportion that each group is represented within the teaching force.

Specific:

(1) Financial: (a) number of dependents; (b) other awards, scholarships, fellowships, etc., received during period of leave.

(2) Education History: (a) certificate level; (b) degrees held and dates conferred; (c) major field of study; (d) date of last course taken; (e) opportunity to upgrade at local level.

(3) Years of teaching experience.

(4) Professional involvements.

(5) The educational needs of the district as recommended by the Director.

(6) The educational needs of the province.

The general criteria are quite clear in intent and govern the overall selection of leave recipients. Numbers 1 through 4 of the specific criteria are designed to give a detailed profile of the applicant, including the concept of need and the professional background. In addition, the educational needs of the school district and the province are considerations which may vary in weight or nature from year to year.

It is important to realize that the program of study which the applicant intends to pursue is one of the factors considered in deciding on the allocation of educational leaves, and when leave is granted to an individual it is granted on the basis of the information contained on the application form. **If a successful applicant finds it necessary to change his/her planned program of study from that indicated on the application, the Selection Committee will then reconsider the granting of the leave before making a final decision.** All leaves granted are awarded on that basis.

Considering the above, it is to the applicant's advantage if acceptance to the program indicated is obtained prior to applying for the educational leave. Many programs are extremely limited in the number of seats available, so applicants should be reasonably sure of acceptance before listing a particular program.

No one factor of those listed in the above criteria dominates the Committee's final decision. Each member of the Committee, after thorough discussion of all the factors and after reviewing in detail the information on each applicant, has input to the final selection. Every effort is made to apply the criterion in a consistent fashion, and some aspects of the procedure may be computer-assisted.

Policy Regarding Awarding of Educational Leaves

(1) The maximum leave to be awarded any one teacher shall be 2½ university semesters.

(2) Leave shall normally be awarded for a duration of 1 or ½ university semesters.

(3) A teacher will be eligible to receive an additional award five years after receiving an award.

(4) Notwithstanding the above, a teacher may receive additional awards if that teacher is pursuing a program of studies at the request of the Educational Leave Committee or a program of studies which the Committee has identified as one to receive priority.

(5) In any given year if the number of leaves available exceeds the number of "first-time" applicants, the additional awards will be given to applicants who have received an award previously.

Article 20 – Educational Leave

(as of publication date)

20.01 Subject to the other provisions of this article, a teacher who has been employed in Newfoundland as a teacher for five years or more may be eligible for educational leave up to one year.

20.02 There shall be an Educational Leave Committee consisting of five members, two of whom shall be appointed by the Newfoundland and Labrador Teachers' Association.

20.03 Teachers who are eligible for educational leave and who wish to obtain such leave shall make application to the school board. Only applications which are approved by the school board shall be forwarded to the Educational Leave Committee.

20.04 Prior to January 1 each year, the Minister shall notify the Educational Leave Committee of the number of teachers who may be granted educational leave in the coming school year. In any event, the minimum number of teachers who may be granted leave shall be 30 per year, or the equivalent.

20.05 The Educational Leave Committee shall, not later than the first day of March of the year of the award, select those teachers who are to be granted educational leave. The number selected by the Committee shall not exceed the number indicated by the Minister in accordance with 20.04.

20.06 Leave granted under this article shall be at the rate of ⅔ salary.

20.07 Upon completion of the educational leave, a teacher shall return to the school board from which leave was granted, for a period of not less than double the period of leave granted.

20.08 A teacher granted educational leave shall, subject to Article 9, on return be given the same position or comparable position in the same school, unless it is mutually agreed between the teacher and the school board that the teacher return to a particular position.

20.09 The period in which a teacher is on educational leave with pay shall be considered as full time taught.

20.10 Nothing in this article shall be deemed to preclude leave privileges which may be available to teachers under Article 19.

Application for Educational Leave

September 2002 – August 2003

NAME: S.I.N.:

DATE OF BIRTH:

HOME ADDRESS:

PHONE: (Home) (School)

SCHOOL DISTRICT:

PRESENT TEACHING CERTIFICATE:

DEGREES/DIPLOMAS:

Degree/Diploma: Major Field of Study: Date Conferred:

Degree/Diploma: Major Field of Study: Date Conferred:

Degree/Diploma: Major Field of Study: Date Conferred:

CURRENT TEACHING ASSIGNMENT:

DATE OF LAST COURSE TAKEN:

NO. OF YEARS TEACHING:
In the Province: Elsewhere:

List dependents, giving ages:

List of other awards, scholarships, fellowships, etc., which will be received for the period of leave:

List of professional involvements for the past three years:

DATES FOR WHICH LEAVE IS REQUESTED: (Period: September - December 2002; January - April 2003; May - June 2003)

First Choice: _____

Second Choice: _____

Educational Institution: _____

What program of study do you intend to pursue? _____

Have you been accepted for this program of studies for the semester(s) indicated? ❑ Yes ❑ No
(If yes, please attach confirmation of acceptance from the educational institute.)

PURPOSE FOR LEAVE:
(Give an indication of your educational goals, area of study to be pursued, etc. Attach an additional sheet if required.)

_____

_____

_____

I hereby certify that I fulfill the requirements for educational leave as outlined in Article 20.01 of the Collective Agreement and accept the obligation imposed by Article 20.07.

Date: _____ Signature: _____

NOTE TO TEACHERS: please forward to your School District and from there it will be forwarded to: *Mr. Gary Hatcher, Director of School Services and Professional Development, Department of Education, Confederation Building, P.O. Box 8700, St. John's, NF, A1B 4J6.* Application must be received by the Selection Committee by **FEBRUARY 1, 2002**.

OFFICE USE ONLY

Approved on behalf of School District No. _____

which agrees to the provision of Article 20.08 and 20.09.

School District Comments/Recommendations: _____

_____

_____

_____

Date: _____ Signature: _____
(Chairperson or Director of Education)

_____

Recommended for educational leave by the Educational Leave Committee for the period of:

_____

Program of Study: _____

Date: _____ Signature: _____

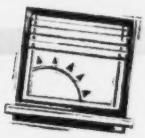
Teacher Salaries
A Cross Canada Comparison

The following is a comparison of teacher salaries at the highest pay category in teacher salary scales across Canada as of June 30, 2001. The figures are the most current available and were provided to the NLTA by the Canadian Teachers' Federation. A more detailed comparison of major teacher salary scales in Canada is regularly carried out by CTF and is published in its *Economic Services Bulletin*.

Salary information contained in the following table is based on province-wide salary scales for the four Atlantic provinces, Quebec and Saskatchewan, while Territorial agreements are shown for the Yukon, Northwest Territories and Nunavut. For the remaining four provinces, Ontario, Manitoba, Alberta and British Columbia, local collective agreements are in effect and a sample of salary scales from some of the largest urban centres is included.

Province/ Territory	Agreement	Salary Category	Minimum	Maximum	Steps	Avg. Increment Min. to Max. ($)	(%)
NF[2]	Provincial	VII	$41,072	$56,716	11	$1,564	3.3%
PE	Provincial	CVI	$34,960	$54,199	11	$1,924	4.5%
NS[1]	Provincial	TC7	$39,098	$60,178	11	$2,108	4.4%
NB[1]	Provincial	CVI	$37,128	$57,131	11	$2,000	4.4%
QC[1]	Provincial	19 years	$40,001	$60,762	15	$1,483	3.0%
ON	Elementary: Ottawa-Carleton	A4	$39,600	$67,370	11	$2,777	5.5%
	Toronto	A4	$39,560	$67,624	11	$2,806	5.5%
	Secondary: Ottawa-Carleton	A4	$40,139	$68,605	11	$2,847	5.5%
	Thames Valley	A4	$37,510	$67,646	11	$3,014	6.1%
MB[1]	Winnipeg[4]	VI	$39,188	$59,326	10	$2,238	4.7%
SK	Provincial	VI	$37,376	$60,246	11	$2,287	4.9%
AB	Calgary	F	$39,790	$63,989	12	$2,200	4.4%
	Edmonton	6	$39,842	$63,765	12	$2,175	4.4%
BC	Vancouver	6M	$43,567	$65,375	11	$2,181	4.1%
YT	Territorial	VI	$50,873	$73,081	11	$2,221	3.7%
NT	Territorial	7	$53,945	$77,080	12	$2,103	3.3%
Nunavut	Territorial	6	$53,946	$77,082	12	$2,103	3.3%

[1] The ranking of pay categories for Quebec and Nova Scotia exclude the highest pay category requiring a doctoral degree given that most provinces do not have a similar category. As well, category VII for Winnipeg, in which there are relatively few teachers, was also excluded from that jurisdiction's ranking.
[2] Does not include the 1% increase to the salary scale effective July 1, 2001.
[3] Adjusted to include the recently negotiated increases effective September 1, 2000 and March 1, 2001.
[4] The collective agreement expired on June 30, 2000.



Physical Health and Life Choices

Success Begets Success

by MARIE WALL

"Whether a person has high cholesterol, diabetes, high blood pressure, or any other condition, physical fitness is one of the contributing factors where we can have personal control."

Imagine for a moment that you are physically in the shape and health that you would like. You are the right weight and toning for your present age. Imagine what you may feel and think. Do you like what you notice when you see yourself physically healthy? Now take a look at your present physical fitness. Oftentimes we feel powerless about our fitness and weight. It seems like our present condition creeps up on us, rather than an outright decision to be the way we are. Think about the benefits of feeling more fit.

How do we get there? Exercise and nutrition, along with your personal time frame, are key factors in attaining a healthy lifestyle. I found out the hard way how each of these factors play out in the scheme of health. When I first began my program I started by embracing more activity in my daily routine. This continued for months, yet I was not getting in shape and did not lose any of the excess weight I was carrying. Then a life changing event occurred. I was told that my high cholesterol had not lowered in the past three years and it was necessary that I begin medication.

This may not sound like a life changing crisis but I knew in my heart that I had to take control of my life and my body. As a female in my late thirties, whose family history of heart disease comes from both sides of the family, I was told that I had a probability of having my first heart attack within ten years. Although I knew the dangers, I had not lost weight or changed my eating patterns. My immediate reaction was "no way"; if I began taking medication now it would mean for the rest of my life. This meant I would have to embrace life in a new way. At that moment I decided three things – to change my eating habits, to walk regularly, instead of going to the gym, and to give myself a full year to attain the healthy lifestyle I wanted.

The decision to take our physical health seriously often occurs when medical test results dictate radical changes. It is possible to choose to care for our physical health before medical warnings dictate. There are often reasons that have stopped us from taking action. Perhaps we have never had to work at it before, maybe we don't know what steps to take, or possibly we do not have the support needed.

Let us look at exercise and nutrition, essential components for life and health. Later you can decide whether you want to take control of your body and your physical health.

Exercise

The human body is a machine. Think about the machine that we all use so often – the car. If a car is not used regularly it will seize up. This is also true for the human body. We have all heard that 20 - 30 minutes of exercise three times per week can have a positive impact on our health. Time is a key factor for regular exercise. Either we can fit exercise in when the opportunity arises or we can set a scheduled time.

I found a very interesting transition in making time for exercise. In the beginning I had to have a set time each day for walking. There was no flexibility for me. The reason was that I was beginning from a place of inertia. The law of inertia states that a moving object would keep moving but one that was standing still would have the tendency to remain in the immobile state. I had been an immobile object and it took a few months before exercise became a natural part of my week. By setting the time I did not have to make a decision every day. At a given time I went for a walk. Flexibility was present regarding how long I would exercise. At first I made a goal of 20 minutes per day, with a minimum of five minutes; meaning if I felt motivated to walk I would go; if on the other hand I was reluctant I committed to just five minutes. If after the five minutes I really did not want to exercise, I returned home. This gave me a great deal of freedom. After a couple of months I found that I enjoyed the exercise, whether it was walking, biking or other, and I was able to be more flexible with the timing and amount. Over a six month period the experience of exercising moved from being a chore to an enjoyable time in my day.

When you consider exercise remember to begin by doing something you are comfortable with, and if you

can, invite a friend to join you. Start with short time periods, regularly. It will take a period of time for this to become a natural part of your routine, so I encourage you to give yourself a time frame to feel results. I will discuss more on this later. Take a moment now to think about an activity that you can include in your daily routine and a time of day that you can take for yourself.

Nutrition

Just as the human machine needs to be exercised, we need fuel to keep the machine going. Changing my eating habits is the next thing that I had to do in order to move to a healthier lifestyle. I thought this was going to be difficult. There are so many diets available and so many stories of failure that I was skeptical at best. I can say I have been happily surprised. I realized it is not a diet I needed but a change in my eating lifestyle. The idea of cutting out all fats was not appealing, nor eating endless salad. What I discovered is a program that I can live with. They call it *The Formula: 40-30-30* (Daoust & Daoust, 2001). The whole premise is to eat in balance with ample amounts of protein and fat, along with carbohydrates. At all meals and snacks the calories come from 40% carbohydrates, 30% protein and 30% fat. The book is easily written with over 100 meals planned for you. I love it.

As for the cholesterol levels, in the first three months I shed 15 pounds and lowered my cholesterol from 6.7 to 6.0. Another three months have passed, I am 15 pounds lighter again, and I am ready for more blood work. Success begets success. One of the things which really helps with this or any plan is support. A loose network of people has developed – friends and family members who are interested in getting healthier. Rather than a chore it has become a fun part of my life.

Nutritional habits are central to good health. We are bombarded with advertising for quick meal solutions, most of which are not the optimal value to make our bodies healthy. There are numerous approaches to healthy eating. Find one that suits you and enjoy the fruits of living in a lifestyle that gives you personal control.

Time Frame

Time is an essential element for change. I know for a long time I wanted instantaneous results and when I did not get the immediate feedback it felt like failure. My attitude had to shift from immediate results to longer term goals. Setting goals and the time frame to reach the goals is effective for obtaining physical fitness. I began my pursuit with an 18 month plan. The year and a half gives enough time to look for real successes. In the first six months exercise was the focus. After that time I knew I had to combine the more active lifestyle with dietary changes. Now that both of these are working I will begin toning.

The pursuit of physical health becomes more important as we mature. For myself the catalyst was a medical report. The results are personal satisfaction. Whether a person has high cholesterol, diabetes, high blood pressure, or any other condition, physical fitness is one of the contributing factors where we can have personal control. Take time to consider where you would like to be physically in 12 or 18 months. Consider what changes you can start that will help you attain these goals. Lastly, if you ever need to chat with someone about your progress, just give me a call. I would love to help you on the way.

Marie is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Claudette Coombs (ext. 242).

We brought enough to share

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PETROLEUM COMMUNICATION FOUNDATION

Putting petroleum into perspective

John M. Thompson Fellowship Program

An Extraordinary Learning Opportunity

by BEVERLEY PARK

Thanksgiving Day always finds me reflecting upon the many things for which I have to be thankful. Whenever I do this my thoughts turn to my professional life and the many wonderful opportunities that have been afforded to me as a teacher and now as an employee of the Newfoundland and Labrador Teachers' Association. I count among these the chance to work in an area I find positive and rewarding in assisting colleagues to renew their commitment to the profession, engage in reflective practice for improvement and build upon skills and talents for better teaching and learning. In doing this work I am constantly motivated by the people I meet and the places I travel.

In the past five years my work at the Association has taken me throughout the province – from Hopedale to Baie d'Espoir, from Goose Bay to Gander Bay, and many, many points in between. No two weeks are quite the same but the travel and committees and workshops and meetings have become an "ordinary" week in this career...and I am thankful for it. Yet, once in a while one gets an opportunity to do something truly extraordinary. Such was the case for me this fall when I was invited by the Canadian Teachers' Federation to become a facilitator for the John M. Thompson Fellowship Program in Kuala Lumpur, Malaysia. This program, named for the man who served as the General Secretary of the World Confederation of Organizations of the Teaching Profession from 1970 until his death in 1981, is dedicated to building strong leadership which Mr. Thompson believed to be at the heart of sustainable development of teacher organizations.

This year CTF partnered with the Syndicat National des Enseignants de Second Degré (France), the Federatie Nederlandse Vakbeweging (Netherlands), the Australian Education Union, and the Education International regional office in Kuala Lumpur, Malaysia, to offer the John M. Thompson program to 18 participants from six different teacher organizations from India, Indonesia and Sri Lanka. Despite the delays associated with the September 11 terrorist attacks in the United States I was able to make it to the program, albeit a few days late. Still, arriving tired and somewhat shell-shocked, without benefit of the recommended rest stop, it was, from the time I landed in Kuala Lumpur, the experience of a lifetime.

I spent considerable time in the weeks leading up to the assignment reading and planning for the leadership training course I would be responsible for in the first two weeks of the four week program. My work here in Newfoundland and Labrador, particularly with our own Leadership at Work program, now in place in two districts, was invaluable experience for me in that regard. Still, no amount of reading or imagining or supposing could have prepared me for the experience of meeting the 18 participants in the John M. Thompson Fellowship Program and the Education International staff in Southeast Asia. These are truly exceptional people with a commitment to learning and to making a difference unlike any I have ever before experienced.

Participants (from India, Sri Lanka and Indonesia) map their vision for their teacher organizations, with assistance from Facilitator, Beverley Park.

The three teams from India, the two teams from Indonesia and the team from Sri Lanka had representatives of both the political leadership in their organizations and also of the grass roots leaders – those who through their passion for their work, through their belief in what they could and should do to improve circumstances for teachers, for education, and for society in general, were selected to participate. All considered it a great honour to be a part of the program and spoke of its impact, even after one week, acknowledging the opportunity and the responsibility they felt at being selected.

"I know I will look at the photographs of smiling faces and brows furled with concentrated effort and remember the people and the program that was so enriching to me, not just for the two weeks I spent there, but for a lifetime."

Each and every one of them seemed to be motivated by a sense of purpose much greater than I witness in our Canadian context. Perhaps it may have been that way when our founders and builders were creating our organizations – but to experience this and to work with these people was both humbling and empowering. Because they believed so strongly in what they were doing, in what we were doing together, I felt a sense that I too would have a stake in the changes they might effect – whether it be in launching a concerted recruitment campaign in Indonesia where a change in legislation has just removed their "automatic" membership, or attempting to build successorship in Sri Lanka by putting in place a plan for leadership training for new and potential members, or building more effective communications to get members more involved in India.

The program itself allows for dreaming and visioning, which is an important part of future action. Then, it facilitates practical training for participants to plan strategies that work towards those dreams. The daily routine was a 9:00 to 5:00 in-class session which was a series of workshops focussed on articulating vision, developing skills for leadership, team-building, communication, recruitment and advocacy, and designing workshops for relevant topics to be delivered once back home. All of this was framed in the context of the participants developing a strategic plan for action once they were back in their respective countries. Education International staff who had observed the program with different participants in the previous two years all remarked on the level of English of the Fall 2001 participants. Working in their second, third or even fourth language, English, was a real challenge and it took longer than predicted to do what one might plan to accomplish in that 9:00 - 5:00 time period. Long hours were spent after sessions to do the necessary follow-up work and to help them prepare for the next day.

With nine of the 18 Thompson fellows being from India, the group took on a decidedly Indian flavour. A popular song from a current Indian film *Kuch Kuch Hota Hai* became the "theme song" for our group. Roughly translated it means "Something has happened in my heart". While we laughed and teased as we sang the song together at tea time or as we left for the day, upon reflection I think it quite an appropriate phrase. After even a brief period with this wonderful group of people in this fascinating and welcoming part of the world I can honestly say that something has indeed happened in my heart – and as I write this on Thanksgiving Day in Canada, I am most thankful I had this chance to meet these people. I know they have had an impact on me and on my work. I learned so much from them. I can only hope that they too learned from me and that the work we did together will be as meaningful for them.

For four weeks extraordinary people of vision and commitment and dedication came together and dreamt and visioned and worked extremely hard to plan. I have no reason to believe that when they go back to their respective countries they will be any less committed or hard-working or visionary…but they will be in the real world, *their* real world, and I kept having to remind myself to have realistic expectations of what they may be able to deliver. I will hear of their successes and I know I will feel a small part of them. I will hear of some disappointments and I hope I will have a much better understanding of the challenges they face. I know I will look at the photographs of smiling faces and brows furled with concentrated effort and remember the people and the program that was so enriching to me, not just for the two weeks I spent there, but for a lifetime.

Beverley Park is Administrative Officer in the Professional Development Division of the NLTA.

Integrating the Internet

by SARAH E. BAIRD

The Internet is opening up an entire new world for children. A world for them to see things that would never have been possible just a few years ago. It is providing an opportunity to explore historical landmarks and a place to research topics for the latest relevant information (Norris, 1998). The Internet can give students the feeling of satisfaction after being published for the world to see. The opportunities are available to explore far away places, famous zoos and museums or the chance to see a space ship take off, or live pictures of a web-cam in another province or country. It allows users to find current news and information in a variety of foreign languages (Norris, 1998).

Teachers need to be comfortable and confident with the use of the Internet before they can introduce it to their students. Teachers need to know of how to integrate computer technology within the classroom. A major problem with this is that computer integration is not a part of teacher training programs, nor, is it a part of teacher in-service training. Computers were basically placed in schools with little or no support or training for teachers. One research study reported that the lack of teacher training and the knowledge of use was a huge problem (Baxter, Preece, Dodd & Dodd, 2000). Schofield (1995) agreed by stating that a lack of training is an issue and that most teachers are unfamiliar with software and computer usage. As Morrison, Lowther and DeMeulle (1999) stated "now as schools and classrooms gain access to the information superhighway the next step after becoming acquainted with the various components of the Internet is to use it effectively as a part of the learning process". Training for teachers is generally designed to show how to use computers, but very seldom are teachers introduced to methods of successful and effective integration within a classroom. The problem created is the effective integration of such a valuable, powerful, influential source of information. Computers are not significantly integrated within the curriculum, meaning that if computers were removed from the classrooms it would have little impact.

Brooks (1997) noted that just clicking around the web (surfing) is not an effective learning strategy for young students. Technology is currently the driving force in our culture and in our economy, it is time to incorporate it into the curriculum in a meaningful way (Heide & Stilborne, 1996). It can be a very time consuming process to "surf the web" for information. With this approach there is no way to know if any learning has occurred or if time was spent in a valuable way. Students can spend many enjoyable hours on the Internet and come away with nothing substantial in terms of learning. It is vital that teachers not let students loose to wander aimlessly in web space. As with anything in education, time must be structured, so must the students' journey through the World Wide Web. Geisert (2000) states that open searching using a search engine is a sophisticated endeavor that should not be employed with unsophisticated web users.

An effective Internet discovery learning approach is the guided learning approach. This approach is facilitated by the teacher and allows students to locate certain websites, discussions, or other available information, but does not enable the student to search the Internet unguided. This reduces the overwhelming excess of information generated when a general term is entered into a keyword search (Peollos & Morris, 2000). Another discovery approach, the inquiry learning approach, enables students to gain a conceptual knowledge, something that traditional textbooks and lecture style instruction could and will not (Morrison, Lowther & DeMeulle, 1999).

Another effective method of integrating the Internet is through an experiential method. Students are given problem situations to investigate in order to find a solution or strategy. This will require educators to change their views of computers from merely a means to deliver instruction to one of a tool for solving problems. This is achieved by posing a question, researching and locating information on the Internet and then developing a solution, thus enabling students to become independent and collaborative problem solvers, communicators, and learners, with the help of technology. This fits in well

with the constructivist principle that building knowledge happens best when the learners have meaningful problems to solve and have been taught the necessary strategies to solve them.

Subsequently, effective education can influence the use of technology and technology can influence the reform of education (Morrison, Lowther & DeMeulle, 1999). This is supported by Heide and Stilborne (1996), who state: *The Internet is an ideal mechanism for encouraging students to assume responsibility for their own learning. In accessing the diverse range of learning resources on the Internet, students become active participants in their quest for knowledge. They learn to define their learning needs, to find information, to assess its value, to build their own knowledge base, and to communicate their discoveries.*

In a study of Internet learning done by Terrell and Dringus (2000) they found that all students are able to succeed in an online learning environment regardless of their learning style. Technology gives students the sense of control over their learning situation which makes it an empowering tool if used effectively (Selwyn & Bullon, 2000). This means integrating Internet use into the curriculum in a meaningful way and incorporating it into current successful classroom practices such as outcome based education, cooperative learning, active learning, and student portfolios (Heide & Stilborne, 1996).

The teacher's role is shifting rapidly from information source and provider to information manager and facilitator of student activities. Dwyer (1996) suggests that "teachers who have long been parked at the head of the class, must now move into the passenger seat, where they will observe, coach and accompany their students on the giddy ride down the information highway". The Internet has the potential to change the relationship between teachers and students, allowing for a more collaborative learning environment.

Sarah E. Baird is an elementary teacher in St. John's.

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What Parents Owe Teachers

by RICHARD WORZEL

Your child's teachers are entrusted with helping to create your child's future welfare and happiness. That makes them very important in your life. So if you want to help your child succeed, then you need to do everything in your power to support and assist your child's teachers. Here's how to start:

Accept your own responsibilities first. Parents have the primary responsibility for their children. This means that until your children are legally responsible for themselves and living outside of your home, you are responsible for what they eat, what they wear, how much time they spend with television and computers, and, most importantly, how they behave.

Deliver a child who is ready to learn. A teacher can only continue what the parents have started. This means that if your child is undisciplined, disruptive, inattentive, and rude at home, he'll be that way at school. A child who isn't interested in learning, and has no respect for his peers and teachers, won't learn no matter how good the teacher is. Your child will learn to love or hate learning before he ever sets foot in school. You teach him this love or dislike by the way you behave. Do you read to him? Do you read yourself? Do you encourage his curiosity and help him find ways to satisfy it? Do you restrict worthless activities such as television and computer games? Do you spend all your free time as a couch potato? Are you rude to people who cross you, or do you deal with people politely? Do you show respect for your child's teachers, or are you constantly bad-mouthing them? Your child will pay attention to your actions, and ignore your words, so live the lessons you want him to learn.

Accept that all children need discipline, including yours. Our society has systematically stripped away virtually all forms of discipline so that school kids know they can get away with almost anything, including violence, and the teacher is powerless to stop them. If you want your child to get an education, then work with the parents association and the school principal to develop an appropriate code of conduct, complete with consequences for misbehaviour. Then support that code, especially if it's your kid that breaks it. And if your child comes home complaining of the injustice he's suffered, don't immediately take his side. Instead, contact the teacher and get the other side of the story, then work with the teacher to make sure the child is getting the same message at home as he is at school: behave, or suffer the consequences. All children are born savages. Consistent discipline is the only way they can become civilized human beings.

Develop an alliance with your child's teachers. Working together, you can get far better results both at home and in school. Children are great at playing adults off against each other. Teamwork means agreeing on a course of action, then supporting each other in making it happen. So talk to your child's teacher, and stay in regular contact. Ask what would help her in the classroom, and what you can do at home to help your child. Then do it.

"Our children's futures will be shaped by what their teachers do today. And the world you live in when you've retired will be shaped by how well today's children learn."

Be involved in the PTA. Having sat through more than my share of PTA meetings (I'm a past president), I know how tedious they can be, but having parents, administrators, and teachers working together can make a school a success, even when other factors work against it. The biggest problem with most PTAs is the mass of parents who expect results, but never lift a finger to help. The valued parent is more likely to get extra support and assistance for his child. Be valuable – get involved.

Show respect for your child's teachers. Society seems bent on belittling teachers, which is a thoughtless contradiction. On the one hand, we say that education is

crucial. Then we turn around and say that the educators we've selected are lazy louts. Make up your mind. If you're going to entrust your child to teachers, then you must give them the support and respect that goes with the job. If you don't think they're up to it, then find another solution, whether it's a different public school, home schooling, private school, or a major political movement to fire these people and replace them with people who will be better. But don't stand on the sidelines and bitch about the professionals who are trying to do the job that you've indirectly hired them to do. Put up or shut up.

Finally, show appreciation. Most teachers are dedicated professionals, and want to do what's best for your child. Most of them take money out of their own pockets to buy things their classes need. Most of them work a lot longer than 9 to 3 to create an environment that helps your child and enables him to succeed. And when they get praise, it's usually from the kids, not the system or the parents.

I'm sure you've been in situations where you've worked your butt off to do something great – and the only "appreciation" you got was people complaining about how it should have been better. Remember how irritated and unmotivated you felt? That's just business as usual for teachers these days. So break the pattern, show your child's teachers how much you appreciate what they are doing. It doesn't have to be a big deal. It can be as simple as a handshake, a smile, and a simple "Thanks for all you're doing. It means a lot to me."

Our children's futures will be shaped by what their teachers do today. And the world you live in when you've retired will be shaped by how well today's children learn. It's not just your child's future that lies in the hands of his teachers; it's yours as well. Help them to make it a good one – or suffer with the consequences. (Copyright © Richard Worzel, August 2001)

Richard Worzel is a Toronto-based futurist who volunteers his time to speak to high school children. He can be reached by e-mail at futurist@futuresearch.com. This article was reprinted with permission from Richard Worzel.

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Food at School
We Are What We Eat

by JANE AUCOIN

So many factors come into play in our decisions – conscious and unconscious – about what we feed ourselves and our family and friends. As biological creatures we require food to sustain life, but we are also social beings and affected by life around us. What has influenced us from the past? How is the present influencing food habits we see in school? Is there anything we can do to influence these habits in the future?

Development of food patterns begins in the family but becomes modified by maturity and contact with others. The culture in which we develop determines, to a large extent, our food patterns or habits. These patterns can differ greatly from one culture to another. Boiled guinea pig or roast dog are quite acceptable and a special treat in some cultures but would be unacceptable in ours. Even within a culture, food customs differ, and within families, each person can have his or her own preferences. Religious beliefs can also determine what we eat. Availability of certain foods is an important determinant of what we now eat. Historically, the geography of an area and variations in climate influence the types of foods grown. In Newfoundland and Labrador, the ability to successfully grow crops such as potato, carrots, cabbage, turnip and parsnip offers an explanation as to the prevalence and popularity of these vegetables today. Technology and the food industry keep changing at an ever increasing rate. Refrigeration and freezing now make available food items that would not be possible even less than 50 years ago in some parts of our province. Food preservation by salting was a popular method and again this is reflected in the large amount of salt beef and salt fish currently consumed. We have carried our habits with us even though we now have the ability to obtain fresh or frozen foods year long.

Economics and cost of foods are powerful factors in limiting or expanding our dietary patterns. Less expensive foods and less variety of foods is chosen when finances are limited. When budgets are liberal, so is a liberal variety. Knowledge of nutrition and the effects of various foods on health is reflected in what foods are purchased and how they are prepared.

And let us not forget emotional and psychological factors. Food means security, hospitality and even status. Infants learn security when mothers respond to their crying and give them food. Familiar foods bring back memories of home and family. Feeling full and physically satisfied and knowing there is more food available brings secure feelings. Food is a symbol of hospitality and social interaction and is often given as gifts. Serving certain foods can be status symbols in different cultures.

Most of these elements come into play in "creating" our own personal food habits and those of our colleagues, students, family and friends.

"Children have become accustomed to fast foods and in order for the school to make money at the canteen or cafeteria, these are the items promoted."

Change in lifestyle in the past 15 to 20 years is a big factor in how and what we eat. For economic reasons most of our students have two parents working outside of the home and meal planning and food preparation has to be quick and easy. We have opted to choose more and more the ready made foods offered through food technology by the food companies and supermarkets. Many of these foods are higher in fat and salt than those that we would prepare from scratch at home. And much of the foods being brought into the school for lunches is the prepackaged food that must, by necessity, contain more preservative and fillers so that it can last in a lunch bag until noon.

Because of their rushed lifestyle now, plus the fact that students must often get a bus early in the morning, there are children coming to school without breakfast. When we had small local schools there was plenty of time for a breakfast of oatmeal and toast before walking to school. And gone are the customs of "going home

for lunch" or bringing a hearty sandwich of homemade bread and healthy filling from home.

Fundraising has become part of school life now. Often the easiest items to sell are foods that are high in sugar and fat. Children have become accustomed to fast foods and in order for the school to make money at the canteen or cafeteria, these are the items promoted.

What can we do to improve the food intake of children while at school? Provide a healthy eating environment in your school. Health and nutrition lessons focus on nutritious food choices and the students learn about what is important for growth and good all round health. If the school canteen and cafeteria do not reflect healthy food choices, the teaching process is contradictory. Teachers, and the children they teach, should consume from ⅓ to ½ of the recommended daily nutrients while in the school environment if they do not go home for lunch. If we consider Canada's Food Guide to Healthy Eating minimum recommendations, this would mean 1 serving from the Meat and Alternatives food group, 1 - 1½ servings from the Milk Products group, 2 - 3 servings from the Vegetables and Fruit group and at least 2 servings (depending on age and activity level) from the Grain Products group. How do you and your students measure up?

Be alert to hunger at your school. A hungry child is not necessarily from a lower income family. He or she may be from a busy family that does not take the time to have breakfast or provide sufficient nutritious foods for lunch. If your school has a feeding program, possibly it can help this child. If you do not have a breakfast or lunch program, is it time to start plans to get one?

These programs ensure that only nutritious foods are offered to students. Nutrition education is one of the subjects that can actually be demonstrated first hand at school. It is a wonderful opportunity for "hands on" learning and forms the basis of a knowledge that remains important every day for a lifetime. Students can learn about new foods and even try some. Older students can experiment with menu planning. If lower fat foods and a variety of fresh, frozen or canned fruits and vegetables are not available in your school and community, lobby those responsible for providing these foods. We produce, and have available in all communities, some wonderful fresh vegetables and fruits – like carrots and turnips and broccoli and berries. These are available in most communities and can be offered at school, especially in the fall months.

Encourage use of the more nutritious foods that you already have in your school. The School Milk Program is available in most schools now. A small carton of white or chocolate milk provides ¼ to ⅓ of the daily requirement for calcium and Vitamin D needed by adults and children alike. Set a good example yourself and encourage older students to do the same for the younger students. If children see adults eating and drinking healthy foods such as an apple or a carton of milk, it will make an impression on them.

Discourage use of high calorie, high fat, nutrient poor foods such as baked goods, chocolate bars and pop machines for fundraising purposes. Using these seems to indicate that the school approves of these foods and contradicts nutrition messages given in the classroom. Non food items or nutritious food items would be better choices for fundraising.

Maybe it is time to take a second look at the foods in our schools. In the past, providing good nutritious foods was solely the responsibility of the home. At present it seems to have become another responsibility, in addition to nutrition education, at school. But it is one that can fit into the daily school routine.

From our past and the present … we are what we eat. In the future, we can use all of what we know and do about health and nutrition … to be what we eat!

Jane Aucoin is Nutrition Education Consultant for the School Milk Foundation and a member of the Coalition for School Nutrition.

Retired Teachers' Foundation Report

Together We Have Made a Difference

by ANITA FINN & STEWART RALPH

The idea for a Retired Teachers' Foundation came from the Central Division of the Retired Teachers' Association. Mr. Cyril Bull suggested the idea, the late C. Lloyd Buffett who was President of Central Division at the time, and the Central Division members felt that the idea was an excellent one. On March 20, 1982 Lloyd Buffett presented a proposal for a project for Central Division. The project was to be called *The Newfoundland and Labrador Retired Teachers' Fund for Handicapped Children*. It would also be a memorial for deceased teachers. A *Book of Remembrance* was to be established for the purpose of documenting the names and biographical information about the deceased teachers in whose honour donations were made. The source of funds would come from retired teachers in memory of deceased teachers, bequests from wills and estates of deceased retired teachers and from friends of retired teachers. Only the interest of the funds would be given as grants to schools for the mentally disabled, schools for the blind, and schools for the deaf.

The objective was to raise $1,000,000 in the first five years. Only the interest on the principal fund would be used to make grants to institutions. (1,000 retired teachers x $1,000 for five years would bring in one million dollars). A number of retired teachers who wished to become Charter Members signed the papers, witnessed by R.W. Abbott, Justice of the Peace.

The proposal for the Foundation, an outline for a Board of Trustees, a name for the Association and registered address, was presented to Eastern and Western Divisions of the Retired Teachers' Association. The proposal was greeted with less than an enthusiastic response. It appeared that the proposal was a lost cause. However, Lloyd Buffett was not to be deterred. He worked diligently and with determination to make the Foundation succeed.

The Foundation became incorporated in April 1985 and the first meeting was held on September 23, 1985 at the NTA Building in St. John's. Chairman Heber Walters and Treasurer (the late N. Ray Wight), were in attendance at that meeting. In 1987 the Foundation received its official status as a charitable organization with permission to issue official income tax receipts. The total amount of funds in the Foundation bank account at that time was $7,063.73 and the first donation of $300 was made to the Janeway Children's Hospital.

The Retired Teachers' Foundation has grown and prospered due to the efforts of Lloyd Buffett, Ray Wight, Immediate Past Chairman Heber Walters, and the good will of retired teachers who had the foresight to see a worthwhile cause. While Board Members changed from time to time, Lloyd, Ray and Heber remained committed to the goals and objectives of the Foundation. They frequently traveled to different parts of the province at their own expense to promote the Foundation. Heber and Ray remained on the Board of Directors until the Annual Meeting of 2000. They did not run for re-election.

The Annual Meeting of the Newfoundland and Labrador Retired Teachers' Foundation on October 24, 2001 marked the 16th Annual General Meeting and the accomplishment of much success.

The Provincial Retired Teachers' Association became the sponsoring body of the Foundation at the RTANL BGM and Reunion in 1994. Since then all Divisions of the RTANL have become actively involved with making the Foundation a success, and a wonderful memorial to deceased teachers.

The donations for 2001 amount to $5,000 and were disbursed among the following charities: $1,250 to the Janeway Children's Hospital; $1,250 to the Shriners Hospital for Children; $500 to the Autism Society; $500 to the C.N.I.B for services to children; $500 to Community Living; $500 to the Canadian Diabetes Association for children's programs; and $500 to the Newfoundland and Labrador Spina Bifida and Hydrocephalus Association. The donations for 2001 make a total of 66 donations given out over the past 16 years and a total of $35,000.

On behalf of the Foundation's Board of Directors: Anita Finn, Chair; Bill Day, Vice Chair; Joyce Roberts, Secretary; Stewart Ralph, Treasurer; Directors Jim Dobson, Clayton Rice and NLTA Representative Jim Fox; a sincere thank you to all retired teachers, their families and friends who have helped to make the Newfoundland and Labrador Retired Teachers' Foundation a success. We have not reached the original goal of one million dollars; however," together we have made a difference".

Anita Finn is Chair and Stewart Ralph is Treasurer of the Newfoundland and Labrador Retired Teachers' Foundation.

The following are the NLTA representatives on the 2001-02 School Board-Teacher Liaison Committees. These committees are established in accordance with Article 5 of the Collective Agreement (Article 16 in Labrador West) to provide the opportunity for teachers to discuss with representatives of their employer, local issues such as board policies, physical conditions of the school, curriculum issues, and holiday schedules, that impact on their work life yet are not grievable items under the Collective Agreement. Your Association sees these Committees as being valuable avenues for dealing with employer/employee issues at the local district level.

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933-3814 (s); 933-3836 (h); 933-3805 (f)
Dave Gatehouse, *Coastal Labrador South*
PO Box 7, Cartwright A0K 1V0
938-7291 (s); 938-7268 (h); 938-7467 (f)
Stephen MacDonald, *Lake Melville*
PO Box 474, Stn C
Happy Valley-Goose Bay A0P 1C0
896-5315 (s); 896-0875 (h); 896-4885 (f)

District #1 - Labrador West area
Darryn Cramm (C)
PO Box 633, Wabush A0R 1B0
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(Two other representatives to be named)

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Richard Turley, *Northern Light*
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Ruth Tucker, *Burgeo*
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886-2543 (s); 886-2786 (h); 886-2161 (f)
Don Payne, *Port aux Basques*
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695-3551 (s); 695-2407 (h); 695-9704 (f)
Leo Freeborn, *Rameaux*
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Pat Pittman, *Bay d'Espoir*
PO Box 405, St. Alban's A0H 2E0
538-3524 (s); 538-3719 (h); 538-3004 (f)
David Milley (C), *Exploits Valley*
210 Lincoln Rd, Grand Falls-Windsor A2A 1P8
489-5608 (s); 489-9537 (h); 489-1473 (f)
Harvey Rice, *Green Bay*
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673-3775 (s); 673-4128 (h); 673-2181 (f)

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Wayne Dawe, *Clarenbridge*
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Lynette Snook, *Marconi*
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Jamie Jenkins, *Southern Shore*
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Dec 15	Department Deadline: Teacher Exchange applications to Ontario
Dec 31	Deadline: Barnes, Allan Bishop and Special Recognition Award Nominations
Dec 31	Deadline: 2002 Christmas Card Contest entries

JANUARY 2002

Jan 11-12	NLTA Executive Meeting
Jan 15	Deadline: Bancroft Award Nominations
Jan.17	Deadline: Professional Development Fund Applications

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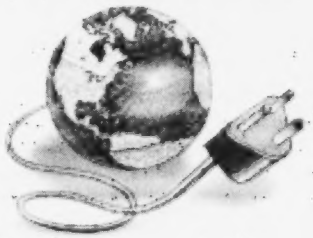

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